

| LITERACY  |   | NUMERACY   |   |
|---|---|--|---|
| <p><b>Understanding English, communication and languages</b><br/>           PLM = provision Ruth miskin just phonics Read write inc Phonics set 1/ 2/3<br/>           Ditty books, Green, Orange, purple Or Year 4 adapted mainstream writing genres as below.</p> <p><b>Myths and persuasive writing</b></p> <ul style="list-style-type: none"> <li>• To look at myths.</li> <li>• To identify and use the features of a myth.</li> <li>• To role-play a story.</li> <li>• To structure writing.</li> <li>• To use adjectives.</li> <li>• To look at texts that use persuasive language.</li> <li>• To role play persuasive argument/debate</li> <li>• To use simple sentences.</li> <li>• To look at information texts</li> <li>• To use the features of an information text.</li> <li>• To write in third-person.</li> </ul> |   | <p><b>Mathematical understanding</b><br/>           PLM = Bsquared Using and applying individual mathematics learning intentions from the Bsquared targets or<br/>           Year 4 maths units NC personalised for each child.</p> <p>To use Bsquared and individual planning for each child for</p> <ul style="list-style-type: none"> <li>• number,</li> <li>• space shape measure</li> <li>• using and applying</li> <li>• data handling</li> </ul> <ul style="list-style-type: none"> <li>• To solve addition and subtraction problems</li> </ul> <p>To count up and down in hundreds</p> <ul style="list-style-type: none"> <li>• To solve problems involving simple fractions.</li> <li>• To recognise simple equivalent fractions.</li> </ul> <p>To recall multiplication facts though songs</p> <p>Multiplication with arrays</p> <ul style="list-style-type: none"> <li>• To read, write and simple clock times.</li> <li>• To solve problems using time.</li> </ul> |   |
| SCIENCE   | COMPUTING   | HISTORY/GEOGRAPHY  | ART/DESIGN TECHNOLOGY   |
| <p><b>Scientific and technological understanding</b><br/>           PLM will be covering the topic below through practical activities<br/>           And adapted, differentiated activities.<br/>           To label or locate body parts eg touch head, hands, feet</p> <ul style="list-style-type: none"> <li>• To be able to identify features of a skeleton</li> <li>• To be able to identify that bones are held together with muscles</li> <li>• To be able to identify where the organs are situated</li> <li>• To be able to identify what is the best food for your body</li> <li>• To be able to read food labels</li> <li>• To be able to identify why we need to exercise</li> <li>• To be able to identify the effect of physical activity on their heart rate</li> </ul>  | <p><b>ICT opportunities</b><br/> <b>Bsquared individual planning and assessing.</b></p> <ul style="list-style-type: none"> <li>• To log on/log off</li> <li>• To use the mouse</li> <li>• To drag and click</li> <li>• To use the keypad</li> <li>• To save</li> <li>• To copy and paste</li> </ul>   | <p><b>Historical, geographical and social understanding</b><br/> <b>Bsquared individual planning and assessing.</b></p> <p>To be able to identify that different countries exercise and keep fit in different ways.</p>  | <p><b>Understanding the arts (Art and Design Technology)</b><br/> <b>Bsquared individual planning and assessing.</b></p> <ul style="list-style-type: none"> <li>• To create a skeleton with adjustable/movable bones</li> </ul>   |
| PHYSICAL EDUCATION  | PSHCE   | MUSIC  | RELIGIOUS EDUCATION   |
| <p><b>Swimming/Trampolining (outdoor)</b></p> <ul style="list-style-type: none"> <li>• Coordination, mobility, movement, and techniques for swimming. Water confidence, floating, laying prone and supine. Use of floatation aids.</li> <li>• Balance, movement, techniques for jumping and climbing.</li> </ul> <p><b>Indoor PE</b></p> <ul style="list-style-type: none"> <li>• To link a series of movements to perform a dance routine</li> <li>• To match and mirror a partner when performing sequences on floor/mat and apparatus.</li> <li>• To perform a range of balances with consistency and clarity of shape.</li> <li>• To confidently swim 25 metres</li> </ul>  | <p><b>PSHCE will be adapted and differentiated to individuals needs.</b></p> <ul style="list-style-type: none"> <li>• To understand how to resolve conflicts</li> <li>• To understand feelings and emotions and looking at others perspectives</li> <li>• To understand how to respond to peer pressure</li> <li>• YOUNGBIZ - To recognise different risks in situations and decide how to behave responsibly.</li> </ul> | <p>An adapted programme will be planned and delivered by the Music teacher incorporating</p> <ul style="list-style-type: none"> <li>• Rhythm, pulse, dynamics</li> <li>• Learning songs using Makaton</li> <li>• Learning how to use and play percussion instruments</li> <li>• Listening skills</li> <li>• Sharing</li> </ul>   | <p>PLM will be covering the RE curriculum through differentiated work activities and art where possible.</p> <ul style="list-style-type: none"> <li>• To know that Muslims follow the teachings of the Qu'ran.</li> <li>• To discuss the importance of rules in every day life.</li> <li>• To learn about the Five Pillars of Islam.</li> </ul> |

| EDUCATIONAL VISITS | WOW FACTOR!                                     | SUPPORTING YOUR CHILD'S HOME LEARNING  |
|--------------------|---|--|
|                    | <p><b>WOW FACTOR</b></p> <p>Skeleton models</p> | <p>Book folders need to be brought to school every day. Your child will change their books throughout the week. Home Learning will focus on:</p> <ul style="list-style-type: none"> <li>• Reading every day and discussing chosen texts.</li> <li>• Practicing spellings from Ruth Miskin books.</li> <li>• Adapted maths and topic home learning activities and tasks.</li> </ul> |